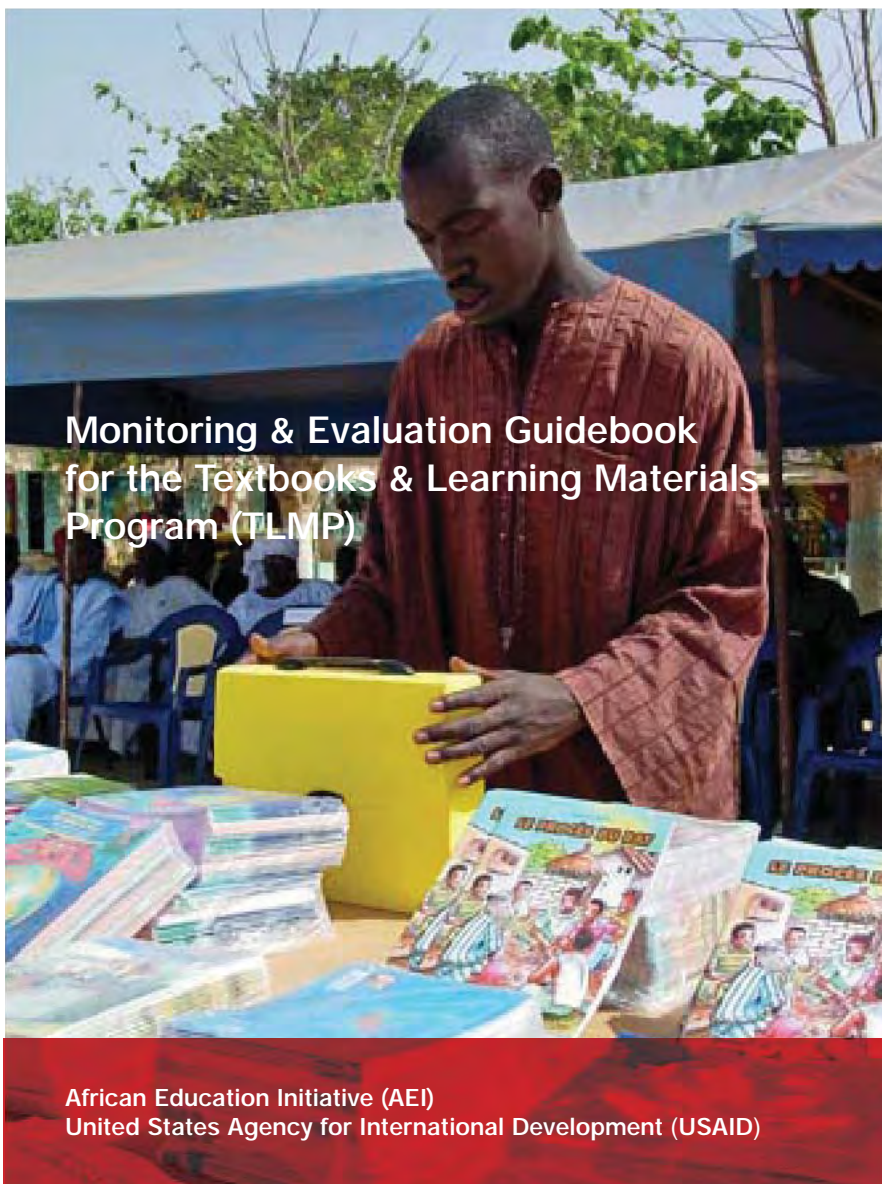


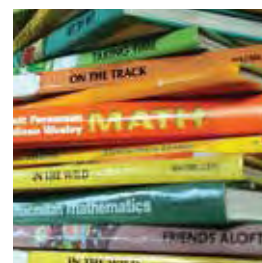


USAID
FROM THE AMERICAN PEOPLE



**Monitoring & Evaluation Guidebook
for the Textbooks & Learning Materials
Program (TLMP)**

African Education Initiative (AEI)
United States Agency for International Development (USAID)



February 2006

Prepared collaboratively with: **EXEGESIS**
CONSULTING

Contents

Preface	2
Acronyms	5
Why Monitor and Evaluate the Textbooks and Learning Materials Program?	6
How to Develop a Performance Monitoring Plan and Tracking System	11
Monitoring and Evaluating the TLMP	26
Conclusion	27
References	28
Appendix	30
Updated Matrix of Awardee Deliverables for USAID	
Figures	
1 The Combined M&E Approach	6
2 The Program Cycle	10
3 The Project Cycle	10
4 AEI Flowchart	13
Tables	
1 The PMP Template	16
2 The PMP Example	17-22
3 Incorporating TLMP Tasks into the Work Plan	23
4 M&E Tracking Form	25



PREFACE

The Africa Education Initiative (AEI) is a \$200 million presidential initiative administered by the United States Agency for International Development (USAID) Africa Bureau/Office of Sustainable Development/Education Division. The Textbooks and Learning Materials Program (TLMP) is one of AEI's central programs. AEI is currently active in over 40 countries in sub-Saharan Africa, through 100+ distinct activities in girls' education, teacher training, textbook development, and innovations in education. The TLMP specifically focuses on challenges relating to the lack of sufficient textbooks and other learning materials in sub-Saharan Africa.

The six TLMP Awardees are responsible for providing (that is, identifying, selecting, developing/adapting, printing, and assisting with distribution) a minimum of 600,000 copies of high quality, cost-effective education materials for use in primary schools in its host country. This program emphasizes strengthening the capacity of U.S. implementing partners to develop and sustain links with African institutions. Awardees include Alabama A&M University, Chicago State University, Elizabeth City State University, Mississippi Consortium for International Development, South Carolina State University, and the University

of Texas at San Antonio. African partners are from Ethiopia, Ghana, Senegal, South Africa, Tanzania, and Zambia.

TLMP began with a post-award workshop on November 6–9, 2005. At the workshop, USAID facilitated a monitoring and evaluation (M&E) session, which highlighted the nuances between monitoring and evaluation; showed how M&E connects to other areas of the project cycle, such as management and implementation; and guided Awardees in the development of individualized M&E plans. Based on feedback from the Awardees, USAID has developed this practical guidebook to assist teams in the M&E process.

Africa's progress also depends on the education of Africa's children . . . If Africa is to meet its full potential, these children must have the chance to study and learn.

President George Bush
June 26, 2003

1 White House, "Africa Education Initiative," <http://www.whitehouse.gov/news/releases/2005/06/20050630-7.html>.

PREFACE

PHOTOGRAPH: SHEALAH CRAIGHEAD



Laura Bush with Ghana President John Agyekum Kufuor at the launch of the Africa Education Initiative Textbooks Program Jan. 17, 2006 in Accra, Ghana.

USAID developed this guidebook to:

Explain Why TLMP Must Monitor and Evaluate.

The guidebook explains the context of TLMP within USAID and the Africa Education Initiative and the policy imperative to monitor and evaluate programs.

Show How to Develop a Results-Based Monitoring & Evaluation System to Assist with Project Management.

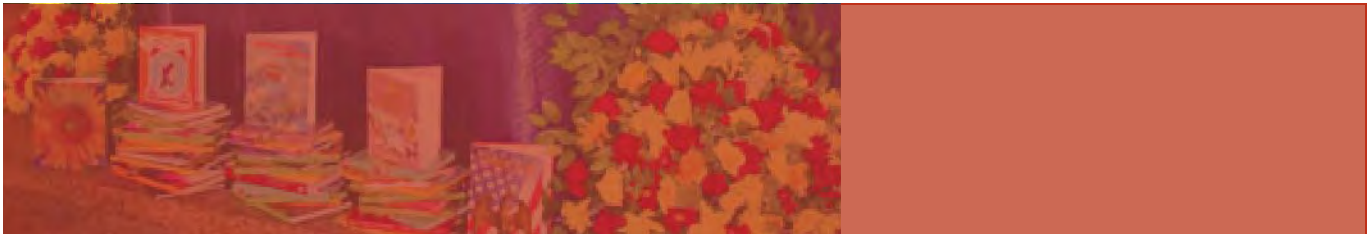
The guidebook explains how to develop a Performance Monitoring Plan (PMP) and tracking system. The PMP is a key management tool that, along with other documents, such as the work plan, will better ensure desired results and positive formative and summative evaluations. The PMP template, definitions, and sample should be useful to the Awardees and clarify their roles as monitors and evaluators.

Identify Monitoring, Evaluation and Reporting Information Required by USAID.

USAID has identified the data submission requirements for the TLMP, including indicators of performance and achievement, and reporting templates and submission timeline.

Provide References and Other Resources.

Apart from resources provided at the TLMP workshop, the guidebook includes other useful resources.





ACRONYMS

ADS	Automated Directives System
AEI	Africa Education Initiative
AFR/SD/ED	Africa Bureau/Office of Sustainable Development/Education Division
CTO	Cognizant Technical Officer
IR	Intermediate Result
Exegesis	Exegesis Consulting
MOE	Ministry of Education
MOU	Memorandum of Understanding
MSI	Minority Serving Institution
M&E	Monitoring and Evaluation
PMP	Performance Monitoring Plan
RFA	Request for Application
SO	Strategic Objective
TLM	Textbooks and Learning Material
TLMP	Textbooks and Learning Material Program
USAID	United States Agency for International Development



WHY MONITOR AND EVALUATE THE TEXTBOOKS AND LEARNING MATERIALS PROGRAM?

USAID Policy Is to “Manage for Results”

In recent years, there has been a global change in governmental accountability in response to numerous internal and external forces. As a recent World Bank publication states:

Stakeholders are no longer solely interested in organizational activities and outputs; they are now more than ever interested in actual outcomes. Have policies, programs, and projects led to the desired results and outcomes? How do we know we are on the right track? How do we know if there are problems along the way? How can we correct them at any given point in time? How do we measure progress? How can we tell success from failure?

“Managing for Results” is one of the core values of USAID program policies and required procedures, spelled out in its Automated Directives System (ADS). In the TLMP, USAID and its partners—the TLMP Awardees and their country partners—should agree on the results that they are seeking to achieve and then plan and implement activities accordingly.

USAID reports to policy makers on the results of the Africa Education Initiative programs, including TLMP. Therefore, just as AEI staff must manage for results and be prepared to report if specifically stated results have been achieved, the Awardees, as the AEI implementing partners, must ensure that their work and reporting is in alignment with USAID’s systems and requirements.

USAID recommends that Awardees design an M&E system that:

Measures	RESULTS
Considers	UTILIZATION
Employs	PARTICIPATORY TECHNIQUES

Understanding the following three complementary practical M&E approaches will guide Awardees in their design of an effective M&E system:

1. Results-Based Monitoring & Evaluation
2. Utilization-Based Monitoring & Evaluation
3. Participatory Evaluation

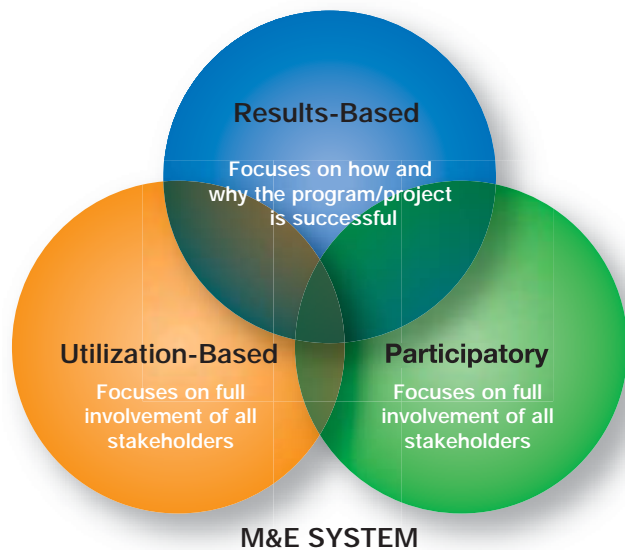


Figure 1: The Combined M&E Approach

J.Z Kusek & R.C. Rist, Ten Steps to a Results-Based Monitoring and Evaluation System (Washington, DC: World Bank, 2004).



WHY MONITOR AND EVALUATE THE TEXTBOOKS AND LEARNING MATERIALS PROGRAM?

PHOTOGRAPH: SHEALAH CRAIGHEAD



A stack of some of the books that are part of the Africa Education Initiative Textbooks Program, as seen on stage Jan. 17, 2006 in Accra, Ghana.

From page 38 of the TLMP RFA.

The output results to be achieved by each Awardee are as follows:

- Strengthened capacity of the Awardee to ...
- Production of printed materials...
- Selection of a printer/publisher in Africa...
- Increased knowledge and skills of host country partners, including the MOE, and the Awardee through the active involvement of the partners in each stage and sharing of knowledge with partners, other TLMP Awardees, and the Awardee's institution.

Monitoring

What Is Results-Based Monitoring & Evaluation?

A results-based M&E system helps to better manage resources. It is used along with annual plans and other work plans for a total results-oriented system.

Monitoring

Traditional monitoring focuses on implementation monitoring: tracking inputs (budget, human resources); **activities; and outputs** (products or services produced from inputs, such as the number of textbooks and learning materials [TLM] produced).

An output must be measured through performance indicators and monitored to ensure that it is helping achieve the desired results. The number of TLM produced, for example, is an output; the output would help achieve AEI's intended intermediate result, which is Strengthened Development and Distribution of Textbooks and Learning Materials.

Results-based monitoring focuses on **how well**

a project, program, or policy is being implemented.

In the TLMP Request for Application (RFA), there are capacity-building and sustainability objectives along with the education objectives, indicating that it is essential to monitor results in program implementation as well as TLM production and distribution. Ultimately, for example, textbooks and learning materials could be delivered without achieving capacity-building and sustainability objectives. Therefore, **monitoring results** along the way is essential.



WHY MONITOR AND EVALUATE THE TEXTBOOKS AND LEARNING MATERIALS PROGRAM?

Evaluation

While monitoring describes what a project or program is doing, evaluation addresses why and how.

Results-based evaluation considers the monitoring data that addresses how well a project, program, or policy is being implemented and then probes further and asks why? For example, an evaluation examines how well each Awardee achieved its objectives and why the objectives were or were not met. Finding out why an objective has, or has not, been met is important. Also, by evaluating implementation across the six countries, comparative findings should provide valuable lessons for AEI as it moves forward. For example, what conditions create the best situation for successful TLM production and which create challenges?

Exegesis will collect monitoring data from all Awardees to evaluate TLMP; this will become part of the AEI evaluation. Monitoring data, therefore, is the foundation for evaluation.

What Is Utilization-Focused Monitoring & Evaluation?

In utilization-focused M&E, the monitoring and evaluation design and facilitation processes should take into consideration the intended use and the intended users of M&E products.

Utilization-focused M&E

- Moves from the abstract to the real and specific
- Allows intended users to do the monitoring and evaluating
- Is highly personal and situational
- Promotes action, reaction, and adaptation by evaluators and users
- Incorporates all relevant stakeholders

For TLMP this means that M&E should be conducted—and the results disseminated and discussed—for the purposes of programmatic improvement.

PHOTOGRAPH: L. LARTIGUE



Officials listen as schoolgirls read from brand new locally-produced textbooks.

What Is Participatory Evaluation?

Experience shows that participatory evaluation improves program performance.

Participatory Evaluation

- Provides for active involvement in the evaluation process of those with a stake in the program (providers, partners, beneficiaries, and other stakeholders)
- Occurs throughout the evaluation
- Includes planning and design; gathering and analyzing data; identifying the evaluation findings, conclusions, and recommendations; disseminating results; and preparing an action plan to improve program performance

Participatory evaluation should yield collaboration between stakeholders in the African host countries, USAID, and the Awardee institutions.

Adapted from M. Quinn Patton's, *Utilization-Focused Evaluation*, (Thousand Oaks, CA: Sage, 1987).

USAID. "Conducting a Participatory Evaluation TIPS" Number 1 (1996).



WHY MONITOR AND EVALUATE THE TEXTBOOKS AND LEARNING MATERIALS PROGRAM?

TLMP Monitoring and Evaluation

TLMP monitoring and evaluation will take place on two levels:

Level 1

Project Monitoring and Evaluation at the Awardee level:

Each Awardee will monitor its own project according to the objectives/intermediate results, indicators, and activities that it has identified and designed. The Awardee will document its monitoring activities; this will serve as a record of activities during a particular performance period. The AEI Monitoring and Evaluation Contractor, Exegesis Consulting, will not evaluate individual Awardees, but rather, the TLMP as a whole.

Level 2

Overall TLMP Program Monitoring and Evaluation.

Exegesis Consulting will prepare an interim monitoring report and a summative evaluation of the integrated TLMP to see how well the program has performed in achieving its intermediate results. According to USAID, the intermediate result (IR) is an essential step to achieving a strategic objective (SO), which is the most ambitious result that the USAID initiative can materially affect. “The IR is a measurable result that may capture a number of discrete and more specific results.”⁵ In conducting its comprehensive program evaluation, Exegesis will review Awardee monitoring documents. While Exegesis is not evaluating each individual Awardee, Exegesis’ TLMP monitoring and evaluation reports will highlight Awardees’ projects using information from Awardees’ monitoring reports, direct observations, and other information gathered by Exegesis.

By working collaboratively, USAID, Exegesis, and the Awardees will be able to track if activities are moving in the right direction, suggest potential adaptations for subsequent stages, and provide data to monitor and evaluate if results are being achieved. This process will ultimately ensure that AEI’s Strategic Objective of Improved Education Programs in Africa is met.

Program vs. Project Definitions

- A program is a series of projects with a common strategic objective.
- A project is a series of activities with set objectives, designed to produce a specific result in a specified time.

Source: European Commission 2001.

M&E must be integrated into the program and project cycles.

Monitoring and evaluation is part of both the individual project and larger program management cycles; it is not a phase tacked on to the end. Figure 2, on the following page, illustrates this point. Furthermore, Figure 2 shows Exegesis in the middle of the program cycle to convey a second point: while each Awardee is required to monitor and evaluate its individual project, Exegesis is required to monitor and evaluate TLMP overall; monitoring and evaluation is therefore occurring on parallel levels—at the individual project and overall program levels. For both parties, success at the initiative level is the ultimate goal.

USAID, The Performance Management Toolkit: A Guide to Developing and Implementing Performance Management Plans, (April, 2003), 21-22

The Program Cycle

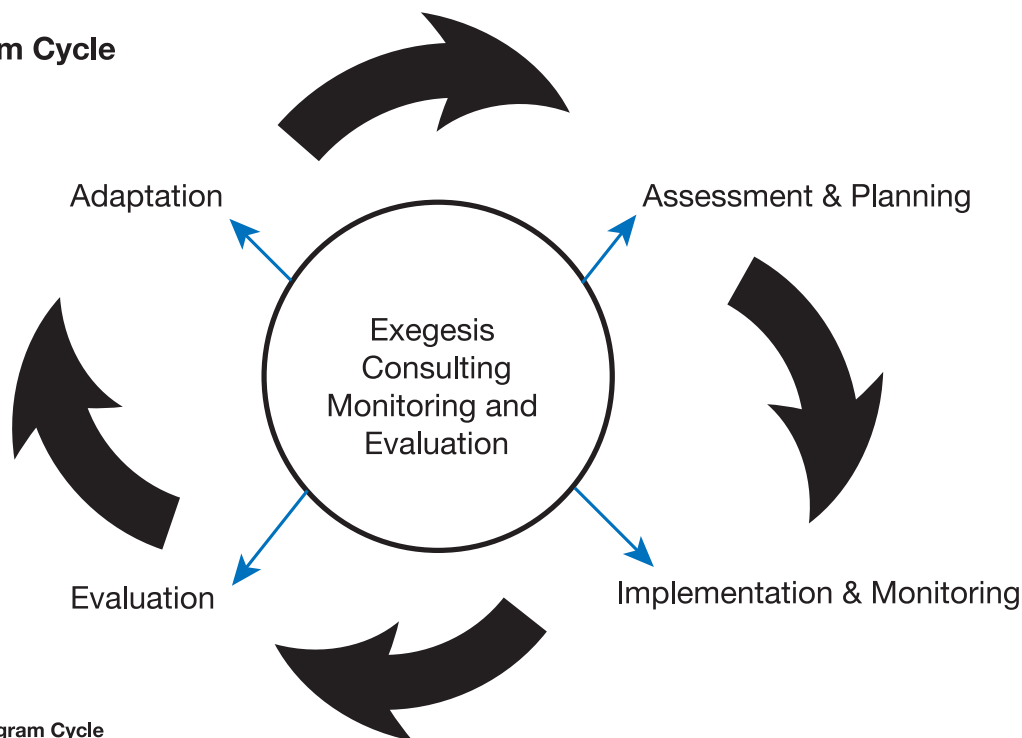


Figure 2 TLMP Program Cycle

Figure 2 shows the cycle of the TLMP program. Figure 3 shows the same cycle, but tailored to the Awardee's project cycle. Included are the major activities and deliverables that occur at each stage of the project cycle.

TLMP Project Cycle (Includes Major Activities)

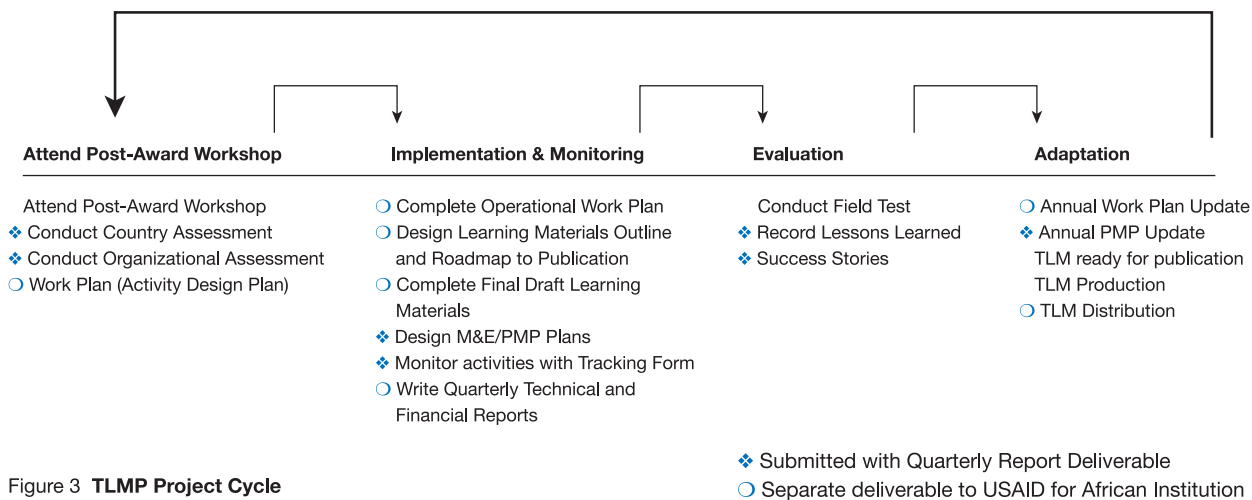


Figure 3 TLMP Project Cycle



HOW TO DEVELOP A PERFORMANCE MONITORING PLAN AND TRACKING SYSTEM

Introduction

This section defines, illustrates, and outlines the monitoring and reporting process. It is intended to guide each team in the creation of a Performance Monitoring Plan (PMP) and tracking system.

There are four steps in the monitoring and reporting process:

1. Creating a PMP
2. Incorporating the PMP tasks into the work plan
3. Recording and tracking data
4. Reporting to USAID

The narrative should also include the following information on each TLM:

- Type(s) of TLM (math textbook, concept book, science workbook, etc.)
- Grade level(s) of each TLM
- Intended beneficiaries (i.e. All 6th grader, 5th grader in regions A, B, and C., specific schools, out-of-school youth, etc.)
- Language(s) of each TLM
- Number of copies of each TLM to be produced
- Percentage of total Awardee budget allocated to each TLM(s)

Step One: Creating a PMP

The PMP Context and Narrative

Before creating the actual PMP, Awardees should write a narrative that summarizes the project and provides the PMP background. This information should be consistent with information provided in the Learning Material Outline and Roadmap to Publication.⁶ If already completed, the Design/Plan information can be utilized to write the narrative or vice versa. Writing this narrative may help you become aware of areas of design that need clarifying or strengthening.

Please provide a brief, two paragraphs or less description of each of the following:

- TLM problem or gap that this project addresses
- Approach to addressing cross-cutting themes (HIV/AIDS and community participation)
- All partners involved and brief description of their involvement
- Approach for production and distribution
- Strategy for orienting educators to the new materials
- Approach to sustainability and innovation
- Strategy for assessing utilization
- Other project elements

Details can be found on page 35 of the TLMP RFA.



HOW TO DEVELOP A PERFORMANCE MONITORING PLAN AND TRACKING SYSTEM

The PMP

The PMP is a tool that USAID implementing partners use to plan, manage, and document performance data collection. The PMP tool “contributes to the effectiveness of the performance monitoring system by assuring that comparable data will be collected on a regular and timely basis.” 7

The purpose of developing a PMP is to:

- Ensure the TLMP’s success by providing a means of measuring and tracking program achievements, as well as problems encountered and solutions developed
- Meet the RFA requirements (Monitoring and evaluating progress is Task 6 in the RFA, which states, “monitoring will focus on progress based upon: annual work plan; achievement indicators of programs outputs; and implemented/completed milestones”)
- Serve as a guide by which to monitor program activities over time
- Synchronize each Awardee’s monitoring and evaluation activities with the monitoring and evaluation activities conducted by Exegesis Consulting

At a minimum, the PMP should include:

- A detailed definition of each performance indicator
- The source, method, frequency, and schedule of data collection
- The team or individual responsible for ensuring data are available on schedule

Other possible elements to incorporate are:

- How the performance data will be analyzed
- How it will be reported, reviewed, and used to inform decisions

The PMP Template and Supporting Documents

During the post-award TLMP workshop, Exegesis shared with Awardees the TLMP M&E framework document. Per the request of several teams at the workshop, Exegesis has developed a more utilization-focused

template and supporting documents to guide the teams through the M&E process. The concepts from the M&E framework are incorporated into the following documents so that the PMP template and sample are comprehensive and functional.

These documents are as follows:

A	An Intermediate Results Flowchart	page 13
B	PMP Definitions	page 14
C	PMP Template	page 16
D	PMP Example	pages 17 -22
E	Sample M&E Tasks in Work Plan	page 19
F	M&E Tracking Form	page 25

A. The TLMP Intermediate Result Flowchart

Figure 4, on the following page, shows the links between the results to be attained at the overall program level and those at the six Awardees’ project level. The activities that the Awardees manage enable the TLMP to achieve its results. In turn, the TLMP results, coupled with the results that the other AEI programs achieve, will result in the achievement of the highest level AEI Strategic Objective: Improved education programs in Africa.

The flowchart’s purpose is twofold:

- 1) To illustrate how the results sought through the individual project of each Awardee fit within the AEI; and,
- 2) To break down the two main intermediate results as stated in the RFA (shaded in yellow) into smaller sub-intermediate results (shaded in green), each of which requires a set of indicators. In other words, performance indicators should be established to measure progress on each sub-intermediate result (although not simultaneously). The flowchart demonstrates how meeting each sub-IR contributes to the success of each TLMP project, the overall TLMP, and the AEI.

USAID, “Performance Monitoring Evaluation TIPS” Numbers 6 & 7 (1996);
USAID, The Performance Management Toolkit (April 2003).

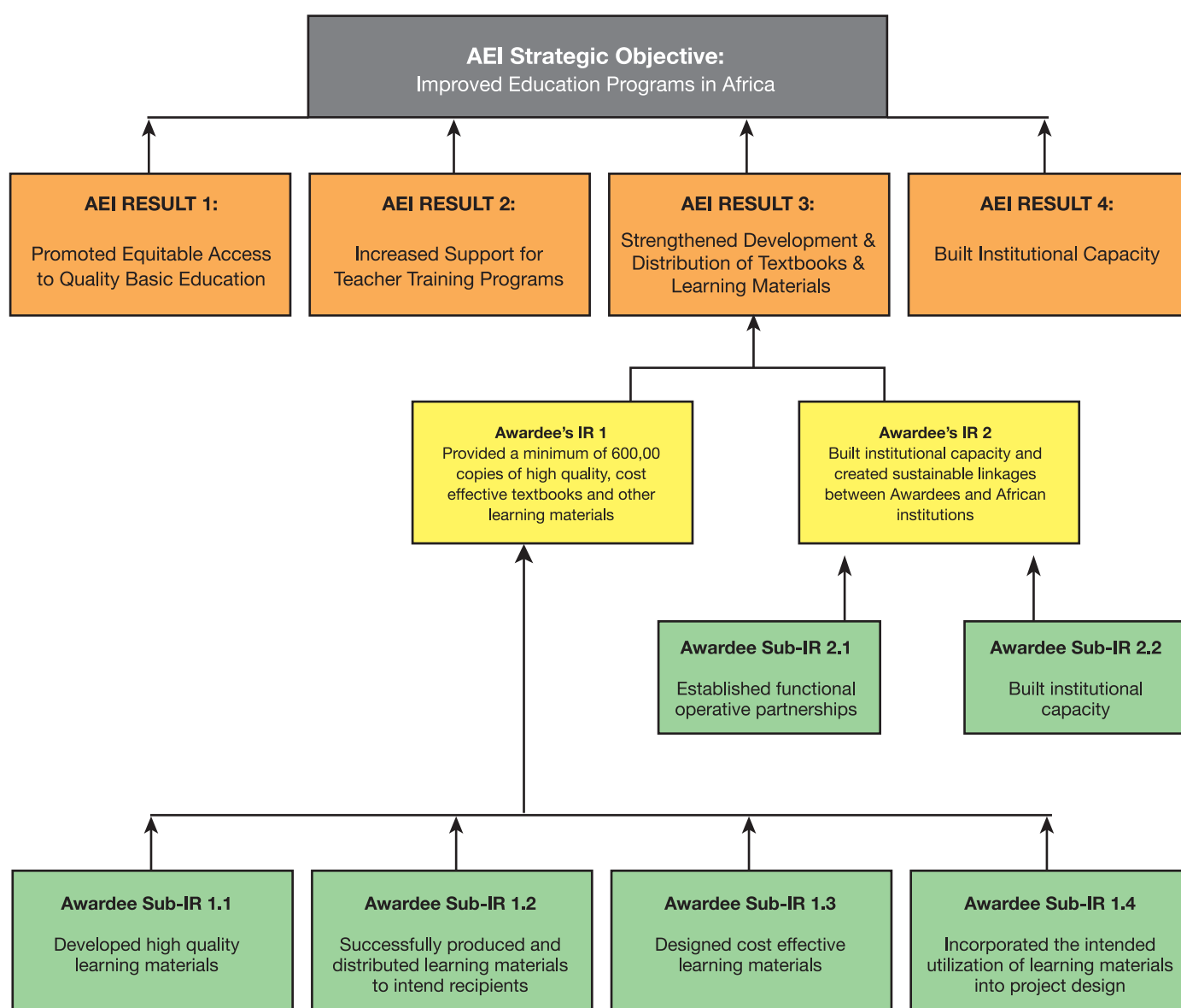
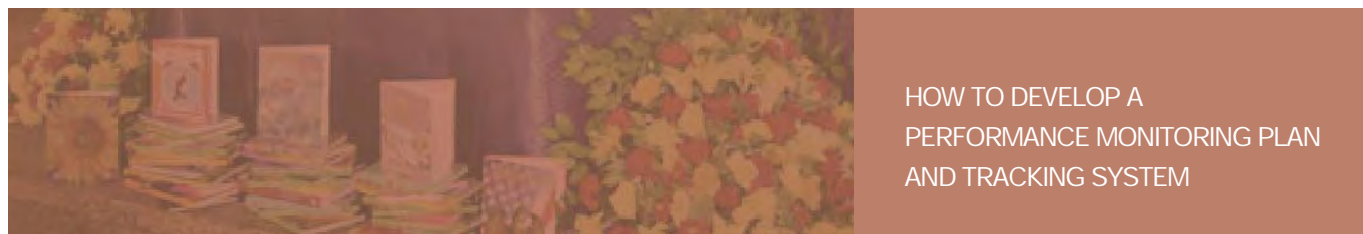


Figure 4: AEI Flowchart



HOW TO DEVELOP A PERFORMANCE MONITORING PLAN AND TRACKING SYSTEM

B. PMP Definitions

- ❖ **Strategic Objective:** the most ambitious result that a USAID initiative can materially affect.
- Intermediate Result:** a measurable result that may capture a number of discrete and more specific results.

Category 1: Performance Indicators

- ❖ **Performance Indicators:** this measure describes how well a project is achieving success; it shows results relative to the objective. Indicators are both quantitative and qualitative and define how performance will be measured along a scale or dimension.
- ❖ **Indicator Definition and Unit of Measurement:** the indicator definition clarifies terms and entities used in the performance indicator statement; it includes a unit of measurement when appropriate. It is detailed enough to ensure that different users at different times, given the task of collecting data for a given indicator, would collect identical types of data.

Category 2: Data Acquisition

- ❖ **Data Source:** the data source is the entity from which data are obtained. Data sources may include government departments, international organizations, other donors, non-governmental organizations, private firms, contractors, and similar organizations. It can also specify the actual document or report.
- ❖ **Method of Data Collection:** this provides sufficient detail on the data collection or calculation method to enable it to be replicated. For primary data collection, consider the unit of analysis, data desegregation needs, sampling techniques, and techniques or instruments for acquiring data on selected cases.
- ❖ **Schedule/Frequency:** this is how often the data is collected or aggregated. Depending on the indicator, it may be collected on a quarterly, annual, or less frequent basis.

- ❖ **Responsible Person(s):** the individual(s), office, and/or department responsible for conducting the timely acquisition of data.

Category 3: Analysis, Use, and Reporting

- ❖ **Method of Analysis and Data Use:** methods of analysis include comparing disaggregated data; comparing current performance against multiple criteria (planned performance, milestones, and so on); analyzing relationships among performance indicators; and analyzing cost effectiveness. Data use refers to plans for how the data will be used.
- ❖ **Reporting Format & Deadline:** reporting format and deadlines.

Adapted from USAID, "Performance Monitoring Evaluation TIPS" Numbers 6 and 7 (1996); USAID, "The Performance Management Toolkit: A Guide to Developing and Implementing Performance Management Plans" (April 2003) <http://www.dec.org/usaidtheval/>; and Development Assistance Committee, Glossary Of Key Terms (Paris: OECD, 2002).



HOW TO DEVELOP A PERFORMANCE MONITORING PLAN AND TRACKING SYSTEM

C. The PMP Template

The PMP template on the subsequent page follows USAID guidelines and tools. It is a flexible document, similar to the work plan template that each team received at the workshop. The PMP template is designed to guide Awardees in developing PMPs that are applicable and relevant to the Awardees' project design and work plan. Please keep the following in mind when reviewing and using the following documents:

- This PMP template is designed to assist each team in addressing Task 6 in the RFA.
- Each team's PMP will look different. The format and amount of detail should be adapted to a team's work plan and project activities.
- The PMP is dynamic and will change as each team progresses through the project cycle.
- Exegesis adapted these definitions from the USAID "TIPS" series; these can be accessed at <http://www.dec.org/usaidtheval/> (see References).

D. The PMP Example

The PMP example includes both **required** and **suggested** performance indicators for measuring project success. **Awardees are expected to incorporate all of the required indicators and one or more suggested indicators (or illustrative indicators) listed in the following PMP example.** Examples of quantitative and qualitative indicators are included to illustrate the importance of using both approaches in monitoring and evaluation.

Please note that the PMP should be as comprehensive as possible. While some indicators may not be measurable in the project cycle, their inclusion shows how the host country partner institutions will continue program efforts following the Awardee's participation in the TLMP.

PHOTOGRAPH: FAYA GERWIN



The First Lady receives a "Gift for Madam Laura" from a young student of Al-Rahma madrasa.

TABLE 1: THE PMP TEMPLATE

PERFORMANCE INDICATOR		DATA ACQUISITION				ANALYSIS, USE & REPORTING	
Performance Indicator (What is being measured)	Definition & Unit of Measurement	Data Source (Document, Database and/or informant)	Method of Data Collection (How data are collected)	Schedule/ Frequency (When)	Responsible Person(s) (Who manages the process)	Method of Analysis & Data Use	Reporting Format & Deadline
AEI Strategic Objective: Improved Education Programs in Africa							
AEI Result 3 (TLMP): Strengthened Development & Distribution of Textbooks & Learning Materials							
Awardee Intermediate Result 1: Provided a minimum of 600,000 thousand copies of high quality, cost effective textbooks and other learning materials							
Awardee Sub Intermediate Result 1.1: Developed high quality learning materials							
Awardee Sub Intermediate Result 1.2: Successfully produced and distributed learning materials to intended recipients							
Awardee Sub Intermediate Result 1.3: Designed cost-effective learning materials							
Awardee Sub Intermediate Result 1.4: Incorporated the intended utilization of learning materials into project design							
Awardee Intermediate Result 2: Built institutional capacity and created sustainable linkages between Awardees and African institutions							
Awardee Sub Intermediate Result 2.1: Established functional operative partnerships							
Awardee Sub Intermediate Result 2.2: Built institutional capacity							

TABLE 2: THE PMP EXAMPLE

PERFORMANCE INDICATOR		DATA ACQUISITION			ANALYSIS, USE & REPORTING	
Performance Indicator (What is being measured)	Definition & Unit of Measurement	Data Source (Document, database and/or informant)	Method of Data Collection (How data are collected)	Frequency of the Data Collection (When)	Responsible Person(s) (Who manages the process)	Method of Analysis & Data Use Reporting Format & Deadline
TLMP Intermediate Result 1: Provided a minimum of 600,000 copies of high quality, cost effective textbooks and other learning materials						
Awardee Sub Intermediate Result 1.1: Developed high quality learning materials						
(Only one example has been provided per sub-intermediate result. For Required, Illustrative, and Awardee-identified indicators, Awardees should fill in the rest of the table according to their unique needs.)						
(Required) TLM standards of quality developed jointly with MOE and PAC (at a minimum standards should include age appropriateness, durability, and contextual relevance)	TLM: 5th grade math textbook; Standards: Criteria for assessing quality; Unit: Definitions of quality for TLM	Docs: MOU, Work Plan, Documentation of communication, PMP; Informants: MOE reps, Awardee team	Discussions during Needs Assessment Visit; Dialogue and communication regarding quality standards and PMP quality indicators	During Needs Assessment Visit; Prior to writing the Roadmap to Publication	Project Coordinator	Analysis: Determination of whether an acceptable agreement on quality has been reached Use: To determine the criteria for evaluating the TLM Internal: Country Assessment Report (in first quarterly report 1/20/06), Monitoring Tracking Form updated quarterly (4/20/06, etc.); External (USAID): PMP (4/20/06), Roadmap (4/20/06), Monitoring Tracking Form with Annual Report (10/30/06)
(Required) TLM prototype(s) has been vetted, revised, and approved by PAC, MOE, Awardee, and educators						
(Required) The TLM is aligned with the national curriculum						
(Illustrative) TLM exhibits appropriate translation or use of local language(s)						
(Illustrative) TLM includes the cross-cutting theme of HIV/AIDS						

TABLE 2 (continued): THE PMP EXAMPLE

PERFORMANCE INDICATOR		DATA ACQUISITION			ANALYSIS, USE & REPORTING	
Performance Indicator (What is being measured)	Definition & Unit of Measurement	Data Source (Document, database and/or Informant)	Method of Data Collection (How data are collected)	Frequency of the Data Collection (When)	Responsible Person(s) (Who manages the process)	Method of Analysis & Data Use Reporting Format & Deadline
Awardee Sub Intermediate Result 1.2: Successfully produced and distributed learning materials to intended recipients						
(Required) The Roadmap to Publication includes a clear production and distribution strategy as developed with the MOE and PAC						
(Required) Number of TLM produced	TLM: 5th grade math textbook; Unit: One copy of TLM	Docs: Printing orders and invoices, delivery confirmations to MOE; Informants: Printing Company, PAC members	Collection and review of publication orders against invoices and delivery confirmations; direct exchange with MOE (telephonic, in-person, electronic)	Upon receipt of TLM from printing company	MOE Rep	Analysis: Aggregate number of TLM produced Use: To demonstrate contract compliance on deliverables Internal: Monitoring Tracking Form updated quarterly (4/20/06, etc.); External (USAID): Operational Work Plan, Roadmap to Publication (4/20/06), Monitoring Tracking Form submitted with Annual Report (10/30/06)
(Required) Number of TLM distributed per school						
(Required) Number of pupils with access to TLM						
(Illustrative) Number of teachers with access to TLM						

TABLE 2 (continued): THE PMP EXAMPLE

PERFORMANCE INDICATOR		DATA ACQUISITION			ANALYSIS, USE & REPORTING		
Performance Indicator (What is being measured)	Definition & Unit of Measurement	Data Source (Document, database and/or informant)	Method of Data Collection (How data are collected)	Frequency of the Data Collection (When)	Responsible Person(s) (Who manages the process)	Method of Analysis & Data Use	Reporting Format & Deadline
Awardee Sub Intermediate Result 1.3: Designed cost-effective learning materials							
(Required) Expenditure and budget tracking system has been developed and disaggregates by each type of TLM							
(Required) TLM is designed to be affordable for MOEs to reproduce or adapt in the future	Affordability: as defined by comparable or budgeted TLM production/reproduction costs; Unit: Estimated cost per book for 1) production and 2) reproduction	Docs: Previous years' MOE budget; Awardee expenditures; Informants: PAC members, MOE reps, Awardees	Collection and review of MOE budget against Awardee expenditures; direct exchange with MOE staff and publication companies (telephonic, in-person, electronic)	MOE budget(s) collection during country-assessment; Awardee quarterly financial reports	Project Accountant	Analysis: Quantitative comparison of production and reproduction costs to current MOE budget; cost-benefit analysis; Use: To ensure sustainability	Internal: Monitoring Tracking Form updated quarterly (4/20/06, etc.); External (USAID): Quarterly Financial Reports (4/30/06, etc.), Monitoring Tracking Form submitted with Annual Report (10/30/06)
(Required) Best-value publisher was identified through a competitive process							
(Illustrative) Expenditure and budget tracking system records cost-sharing dollar values for all partners							

TABLE 2 (continued): THE PMP EXAMPLE

PERFORMANCE INDICATOR		DATA ACQUISITION				ANALYSIS, USE & REPORTING	
Performance Indicator (What is being measured)	Definition & Unit of Measurement	Data Source (Document, database and/or informant)	Method of Data Collection (How data are collected)	Frequency of the Data Collection (When)	Responsible Person(s) (Who manages the process)	Method of Analysis & Data Use	Reporting Format & Deadline
Awardee Sub Intermediate Result 1.4: Incorporated the intended utilization of learning materials into project design							
(Required) A vision statement that describes pupil and teacher use of the TLM is developed jointly by PAC, MOE, and Awardee							
(Required) Utilization assessment study is completed and includes feedback from a sample of teachers and students on utilization and effectiveness							
(Illustrative) Number of educators trained to use TLM	TLM: 5th grade math textbook; Unit: educator	Docs: Documents, reports, and receipts from trainings, surveys of teachers and school admin.; Informants: MOE, Awardees, educators and school administrators	Collection and review of reports, receipts, and documents from the trainings (or intended trainings)	After each training and aggregated in Annual Report	Program Coordinator	Analysis: Aggregate number of educators trained Use: To ensure effective utilization of the TLM	Internal: Monitoring Tracking Form updated quarterly (4/20/06, etc.); External (USAID): Operational Work Plan, PMP Narrative (4/20/06), Monitoring Tracking Form submitted with Annual Report (10/30/06)

TABLE 2 (continued): THE PMP EXAMPLE

PERFORMANCE INDICATOR		DATA ACQUISITION			ANALYSIS, USE & REPORTING	
Performance Indicator (What is being measured)	Definition & Unit of Measurement	Data Source (Document, database and/or Informant)	Method of Data Collection (How data are collected)	Frequency of the Data Collection (When)	Responsible Person(s) (Who manages the process)	Method of Analysis & Data Use Reporting Format & Deadline
TLMP Intermediate Result 2: Built institutional capacity and created sustainable linkages between Awardees and African institutions						
Awardee Sub Intermediate Result 2.1: Established functional operative partnerships						
(Required) Identified appropriate members of the PAC and put a communication strategy and knowledge sharing system in place	PAC: Program Advisory Committee; Unit: PAC member	Docs: Country Assessment, TLMP proposal; Informants: PAC members, MOE, Awardees	Communication with MOE and PAC members; meeting notes; surveys administered to PAC members	PAC and roles/responsibilities defined in first quarter	Program Director	Internal: Monitoring Tracking Form updated quarterly (4/20/06, etc.); External (USAID): Quarterly Report (1/20/06), Monitoring Tracking Form submitted with Annual Report (10/30/06)
(Required) Effective division of roles and responsibilities are evident in the MOU						
(Illustrative) Members of PAC demonstrate that they are adequately informed about project's progress						

TABLE 2 (continued): THE PMP EXAMPLE

PERFORMANCE INDICATOR		DATA ACQUISITION				ANALYSIS, USE & REPORTING	
Performance Indicator (What is being measured)	Definition & Unit of Measurement	Data Source (Document, database and/or Informant)	Method of Data Collection (How data are collected)	Frequency of the Data Collection (When)	Responsible Person(s) (Who manages the process)	Method of Analysis & Data Use	Reporting Format & Deadline
Awardee Sub Intermediate Result 2.2: Built institutional capacity							
(Required) Strategy for strengthening each institution (Awardee and African) developed and is aligned with country and organizational assessment findings	Awardee: The Official University; African Institution: MOE, The Math Wizards Organization; Unit: Strategy	Docs: Work Plan, Roadmap, or MOU; Informants: PAC members, MOE reps, Awardee reps	Review of Work Plan, Roadmap or MOU for strategic elements relating to institutional capacity	During Needs Assessment and Organizational Capacity Assessment; Annually	Program Director	Analysis: Qualitative analysis of country and organizational assessment compared to strategy for strengthening skills and capacity. Use: To demonstrate that capacity-building activities are well thought out and have attainable goals	Internal: Monitoring Tracking Form updated quarterly (4/20/06, etc.); External (USAID): MOU Publication (4/20/06), Monitoring Tracking Form submitted with Annual Report (10/30/06)
(Required) Awardee and African institutions demonstrate areas of increased capacity (i.e. financial management, textbook design, etc.) as a result of project							
(Required) Awardees and African institutions apply new skills							
(Illustrative) Use of innovation and technology to increase efficiency of textbook delivery or collaborative process							



HOW TO DEVELOP A PERFORMANCE MONITORING PLAN AND TRACKING SYSTEM

Step Two: Incorporating PMP Tasks Into The Work Plan

After completing the PMP, Awardees should incorporate all monitoring tasks into the Operational Work Plan. Integrating PMP tasks into the Work Plan will allow Awardees to track their monitoring tasks, deadlines, and person(s) responsible for implementation. The number of tasks will depend on the indicator, and some tasks may encompass more than one indicator. The following table provides an example of how to incorporate the required indicator, number of learning materials distributed, into the work plan.

TABLE 3: INCORPORATING PMP TASKS INTO THE WORK PLAN (EXAMPLE)

Task	Dead- lines	Baseline	Milestones	Outcomes	Person/ Entity	Deliver- ables	Host Country Partner Role
1 Survey of representatives in region for verification of distribution							
1.1 Design survey	6/15/08	Survey examples	Survey draft	Survey ready for pilot	AC, PD, PC		MOE provides feedback
1.2 Identify all survey informants	7/1/08	0		Final list			MOE leads identification
1.3 Conduct surveys	8/30/08	Survey form		Completed surveys	AC, PC, MOE		MOE helps conduct surveys
1.4 Collate & analyze surveys	9/15/08	Complete surveys		Analysis of findings	AC, PC		MOE is given analysis for review
1.5 Analyze & report findings	9/30/08	Data & info.	Draft of report	Final Report	PC	Final Report	MOE receives copy of report
2 Sample study for on-sight verification of distribution							
2.1 Identify Sample Group and location	6/30/08	Map of regions		Sample selected	MOE, PC, AC		MOE will lead identification
2.3 Design field instruments to measure distribution	7/15/08	Examples of instruments	Draft of instrument	Final instruments	AC, PC		MOE will review instrument before finalization
2.4 Travel to field	8/15/08	Travel arranged		Study completed	MOE, PC, AC		MOE travels with Awardee
2.6 Analyze & report findings	9/30/08	Findings	Draft of report	Final Report	PC, PD	Final Report	MOE receives copy of final report



HOW TO DEVELOP A PERFORMANCE MONITORING PLAN AND TRACKING SYSTEM

Step Three: Recording and Tracking Data

After creating a Performance Monitoring Plan and incorporating M&E tasks into the work plan, the next step is to record and track data, findings and information as the project progresses. Keeping good records is essential in identifying and monitoring trends and issues that emerge as well as informing transparent and accurate evaluations.

Awardees are expected by USAID to use the following template to record data and findings from their project. It should be included as an appendix in the Annual Report. Qualitative and quantitative examples of findings/results have been provided. Please note that indicators should describe qualitative or quantitative finding(s), or both, if available. However, in the case that there are no findings, please use the “additional comments” column to provide an explanation of any progress.

The purpose of the M&E Tracking Form is to provide a format for Awardees to 1) monitor their projects to efficiently report to USAID, and 2) identify and resolve challenges to reaching work plan goals and timelines. Findings should be utilization-focused and should reflect authentic progress made towards the sub-intermediate results. This Form is a data transmission tool for managers and is not used for punitive purposes. An absence of data can be a helpful finding, especially when combined with meaningful clarification and explanation in the Additional Comments column. The following page includes an example for filling out the M&E Tracking Form.

Step Four: Reporting To USAID

The final step involves reporting data findings as recorded in Step 3, as well as other pertinent information, to USAID. As shown on the previous page, updated PMPs and M&E Tracking Forms are required each year in addition to other deliverables. They should accompany the Annual Reports. (See Appendix A for a matrix of all Awardee deliverable deadlines).

1. Initial Performance Monitoring Plan & Narrative of Activities and Project Targets

(submitted to USAID on April 20th, 2006 as an appendix to the second Quarterly Technical Report)

2. Updated Performance Monitoring Plan & Narrative of Activities and Project Targets

(submitted to USAID annually on October 30th as an appendix to the Annual Reports)

3. Annual M&E Tracking Form

(updated quarterly for internal purposes; submitted to USAID annually on October 30th as an appendix to the Annual Reports)



HOW TO DEVELOP A PERFORMANCE MONITORING PLAN AND TRACKING SYSTEM

TABLE 4: M&E TRACKING FORM (EXAMPLE)

PERFORMANCE INDICATOR (What is being measured)	DATA ACQUISITION		FINDINGS/RESULTS		Additional Comments
	Data Source (Document, database and/or informant)	Method of Data Collection (How data are collected)	Quantitative	Qualitative	
(Directly from PMP)	(Actual vs. planned)	(Actual vs. planned)	(Finding)	(Finding)	(Any comments needed to clarify findings)
# of TLM produced	Docs: Printing orders and invoices, delivery confirmations to MOE; Informants: Printing Company, PAC members	Collection and review of publication orders against invoices and delivery confirmations; direct exchange with MOE (telephonic, in-person, electronic)	200,000		Target was 350,000 TLM. Reported TLM produced as of 9/06. Produced with Uhuru publishers for regions x, y, z. An additional 150,000 TLM will be completed by 12/06. MOE requested a delay in producing last 150,000 copies, while they completed a new census of schools/students and considered shifting distribution to other regions, which might require adaptation of TLM for regional cultural considerations. The 150,000 remaining copies for Year 1 are expected to be completed by 12/06.
Identified appropriate members of the PAC and put a communication strategy and knowledge sharing system in place	Docs: Country Assessment, TLMP proposal; Informants: PAC members, MOE, Awardees	Communication with MOE and PAC members; meeting notes; surveys administered to PAC members		PAC members meet the needs and skills as identified during the Country Assessment. All PAC members have signed an agreement to advise the TLMP staff and uphold the objectives of the project to the best of their ability. The MOE selected 5 of the 10 PAC members and the remaining were recommended by Awardees and USAID mission staff. A formal communication flow was designed but has not yet been finalized with PAC members. The PAC team will use eTeaching to share their documents and materials and will follow the established meeting schedule.	See attachment for PAC meeting schedule and formal list of members.



MONITORING AND EVALUATING THE TLMP



PHOTOGRAPH: R. NYBERG

At the post-award workshop, each team met with USAID's M&E contractor, Exegesis Consulting, to discuss progress, challenges, and possible consulting service needs over the next year. This meeting was the first step in establishing a collaborative and effective partnership. M&E activities for the Africa Education Initiative were designed along several principles:

1. That which gets measured, gets done!
2. Utilization-focused M&E aims to improve programs, not to “audit” success or failure.
3. M&E efforts and products should benefit project implementers as well as provide standard data required for USAID accountability.
4. Quality M&E starts with implementer's self-assessment/self-reporting, all other M&E products and reports should build on that.

Given these principles, it is in USAID's best interest to ensure effective monitoring and evaluation systems are established and maintained for each TLMP Awardee. To support effective monitoring and evaluation, M&E consulting services may be available to Awardees, as requested and approved by USAID.



CONCLUSION

Monitoring and Evaluation is a critical part of the TLMP program and project cycles. At the project level, M&E is important to Awardees because it helps monitor and ensure the project's progress with illustrative data. At the program level, the M&E contractor, Exegesis Consulting, will prepare an interim monitoring report and summative evaluation of the TLMP to be used by USAID to analyze and assess program progress and success, and to report results internally and externally. In order to conduct evaluations, USAID and Exegesis rely greatly on the performance indicators monitored, and the data collected, by Awardees at the project level. Therefore it is important that M&E plans and systems at the program and project levels are in alignment.

USAID developed this Guidebook to reiterate the importance of M&E, outline the TLMP M&E process and requirements, provide references and other resources, and to present a results based, and utilization-focused, guide that will help Awardees develop their own M&E plan, or PMP. The PMP is a tool used by USAID implementing partners to plan, manage, and document the collection of performance data. A PMP will help Awardees monitor their project's progress and make changes and adaptations as needed. Each Awardee's PMP will be unique, however, all Awardees should monitor and report the same essential project information to allow USAID to conduct formative and summative evaluations of the program. Required information has been outlined in Chapter 2.

PMPs can also be shared between Awardees. Awardees expressed the desire to share information with each other at the Post-Award Workshop. Exchanging PMPs is an excellent way to facilitate this information sharing and to work together to realize the TLMP's Intermediate Result—Strengthened Development and Distribution of Textbooks and Learning Materials. Exegesis Consulting is a resource provided by AEI and is committed to providing Awardees with practical tools that will allow them to realize project success. Collaboration between USAID's CTOs and Backstops, the Exegesis team, and Awardees is intended to optimize successful planning, implementation,

and monitoring and evaluation of each project, and the program as a whole. Project success generates program success. Developing PMPs and keeping comprehensive records will help ensure that Awardees are contributing to TLMP's success and thus contributing to AEI's Strategic Objective of Improved Education Programs in Africa.

Good luck and please keep up the important work that your teams are doing!



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APPENDIX A: Awardee Deliverables for USAID During Year 1

Awardee Deliverable	Deadline	Description of Deliverable
Operational Work Plan	Post country visit, as negotiated with CTO	Detailed plan with tasks, deadlines, baselines, milestones, outcomes, responsible persons/entity, deliverables, host country partner roles.
First Quarterly Technical Report, incorporating Country Assessment & Organizational Assessment	1/20/06	No more than 15 pages. Includes summary of activities undertaken during reporting period, project management, and partnership interaction; next quarter planned activities; problems and solutions related to work plan milestones; Country Assessment Report; report on Organizational Assessment.
First Quarterly Financial Report	1/30/06	Includes: Financial status of work plan budget categories using a table of expenditures; quarterly actuals; cumulative actuals; commitments.
Second Quarterly Technical Report	4/20/06	No more than 15 pages. Includes summary of activities undertaken during reporting period, project management, and partnership interaction; next quarter planned activities; problems and solutions related to work plan milestones; Country Assessment Report; report on Organizational Assessment (if not included in First Quarterly Technical Report). Attach Performance Monitoring Plan as described in the M&E Guidebook. (PMP updates are submitted with Annual Report. Please note that the PMP is referred to as the M&E Plan in the RFA).
Second Quarterly Financial Report	4/30/06	Same as 1/30/06.
Learning Material Outline and Roadmap to Publication	Depends on Awardee's work plan, as negotiated with CTO	Short document with an outline of TLM and a roadmap (with authors, editors, vendors, vetting plan, distribution plan, etc).
Third Quarterly Technical Report	7/20/06	Same as 4/20/06.
Third Quarterly Financial Report	7/30/06	Same as 1/30/06.
Operational Work Plan Year 2 Update	8/30/06	Update of work plan with technical and financial plan (w/cost sharing).
Success Stories	8/30/06 and as requested by USAID	Incorporate Success Stories into Quarterly Reports. 1 page text only, 1.5 text and image. Includes: project title; activity funded by AEI; what Success Story demonstrates; narrative (with purpose and results).
Fourth Quarterly Technical Report	10/20/06	Same as 4/20/06
Fourth Quarterly Financial Report	10/30/06	Same as 1/30/06
Annual Report (2005/2006)	10/30/06	No more than 25 pages. Includes summary of activities undertaken during the year, project management, and partnership interaction; next year planned activities; problems and solutions related to work plan milestones; Includes Monitoring Tracking Form filled in with appropriate and available data/findings. (Updated quarterly for Awardee internal use), and an updated Performance Monitoring Plan as attachments.